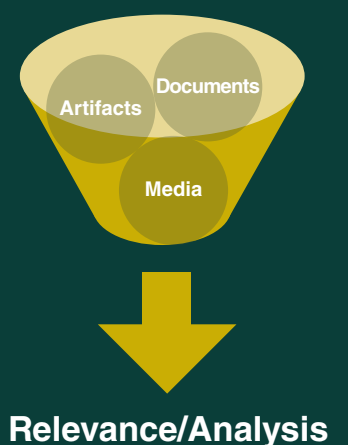
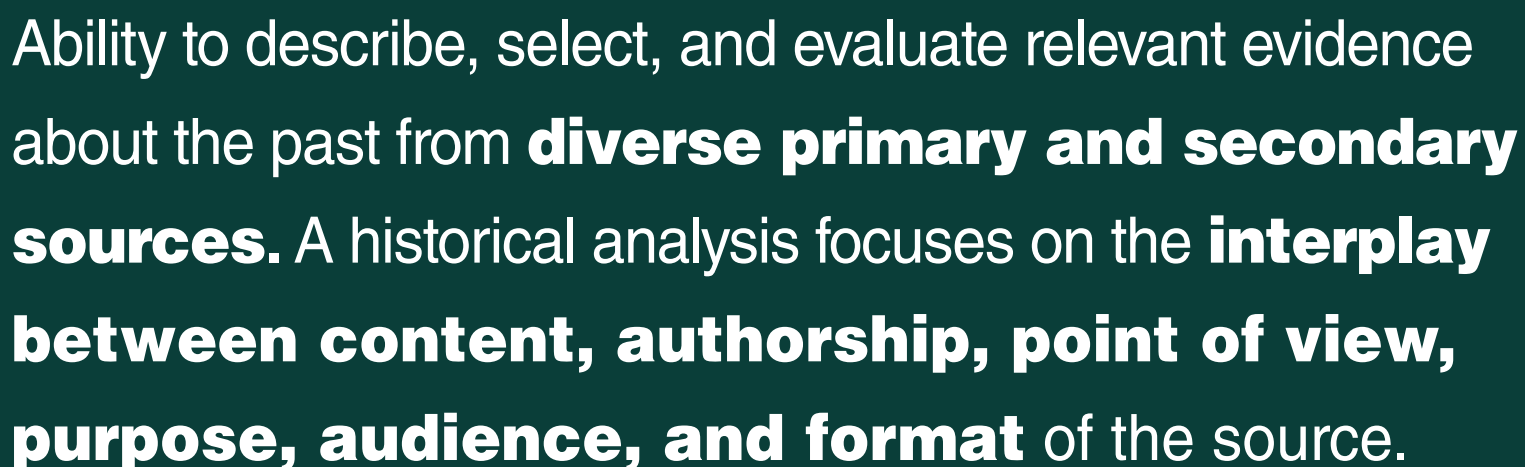


Theme 1: Interaction of Europe and the World

Period 2: 1648-1815



2 *Interpretation*

Theme 3: Objective Knowledge and Subjective Visions

Martin Luther's 95 Theses, Ferdinand Pauwels, 1517.

Period 1: 1450-1648



Ability to describe, analyze, and **evaluate interpretations of the past**. This includes **understanding types of questions** and **considering particular circumstances and contexts** of historians' work.



3 *Comparison*

Theme 3: Objective Knowledge and Subjective Visions

Rodin's *The Thinker*, Paris, France. Conceived 1880s, enlarged 1903. Photo by May Guise's Wundiverse, 2012.

Period 3: 1815-1914



Ability to identify, describe, compare, and evaluate,
in various chronological and geographical contexts and from **multiple perspectives**,
historical developments within one society and
across or between different societies.

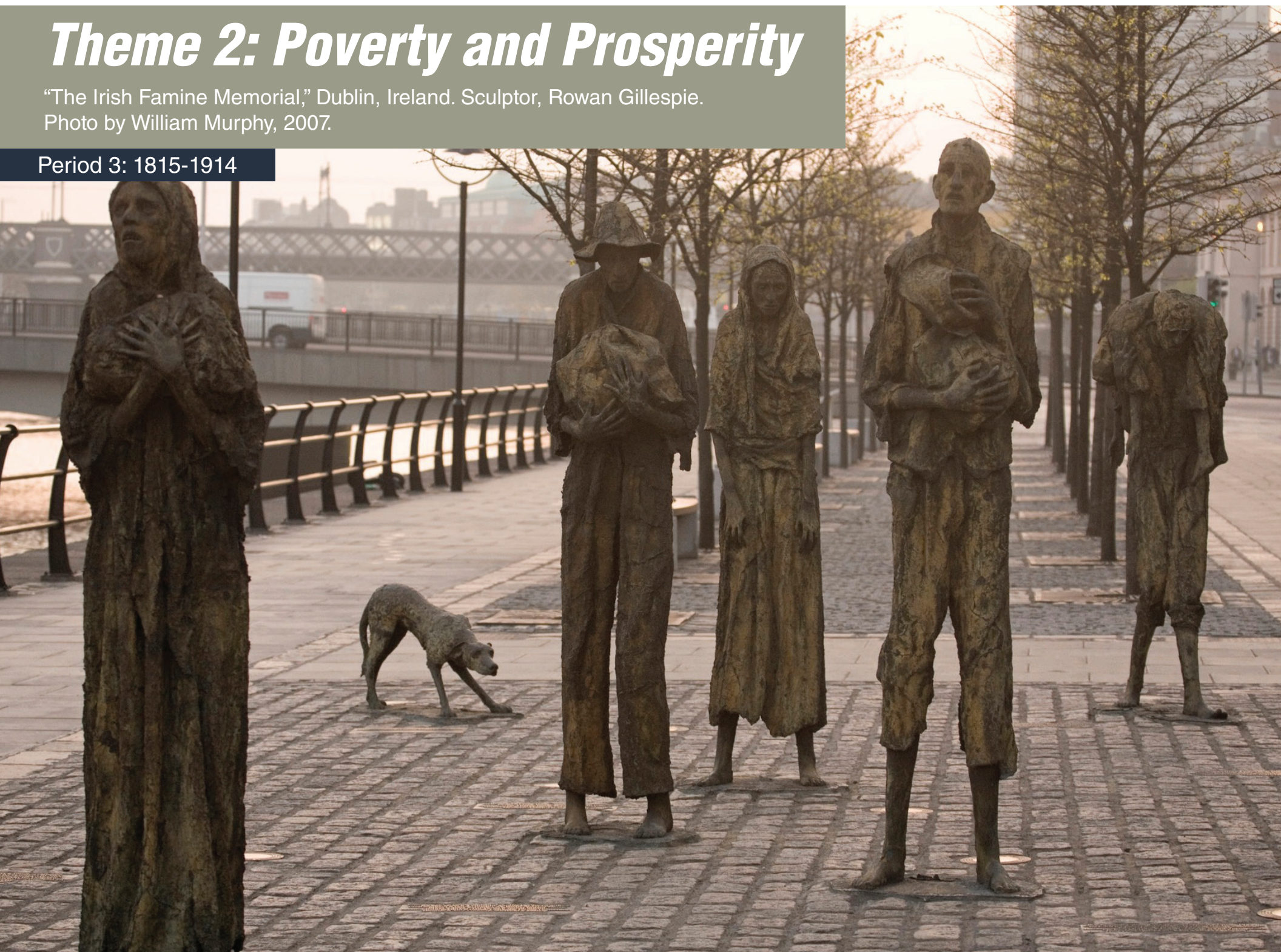


4 *Contextualization*

Theme 2: Poverty and Prosperity

“The Irish Famine Memorial,” Dublin, Ireland. Sculptor, Rowan Gillespie.
Photo by William Murphy, 2007.

Period 3: 1815-1914



Ability to **relate historical events, developments, and phenomenon both** in and across time and place, and to broader, regional, national, or global processes. Also, **explain ways** in which a phenomenon, event, or process **connects to other**, similar historical phenomena **across time and place.**



5 Synthesis

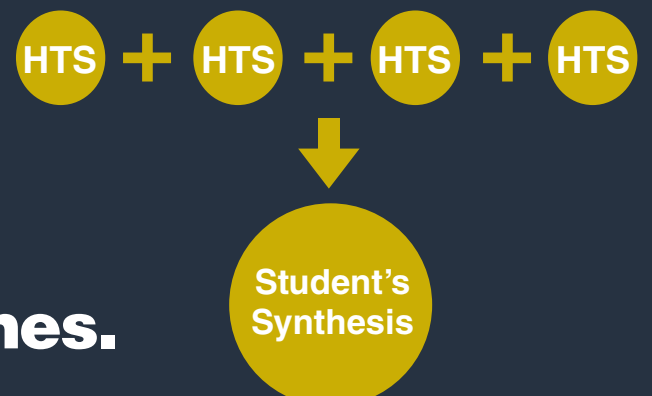
Theme 4: States and Other Institutions of Power

The Coronation of Napoleon, Jacques-Louis David, 1807.

Period 2: 1648-1815



Ability to develop understanding of the past by
making persuasive connections
between a given **historical issue** and other
contexts, periods, themes, and disciplines.

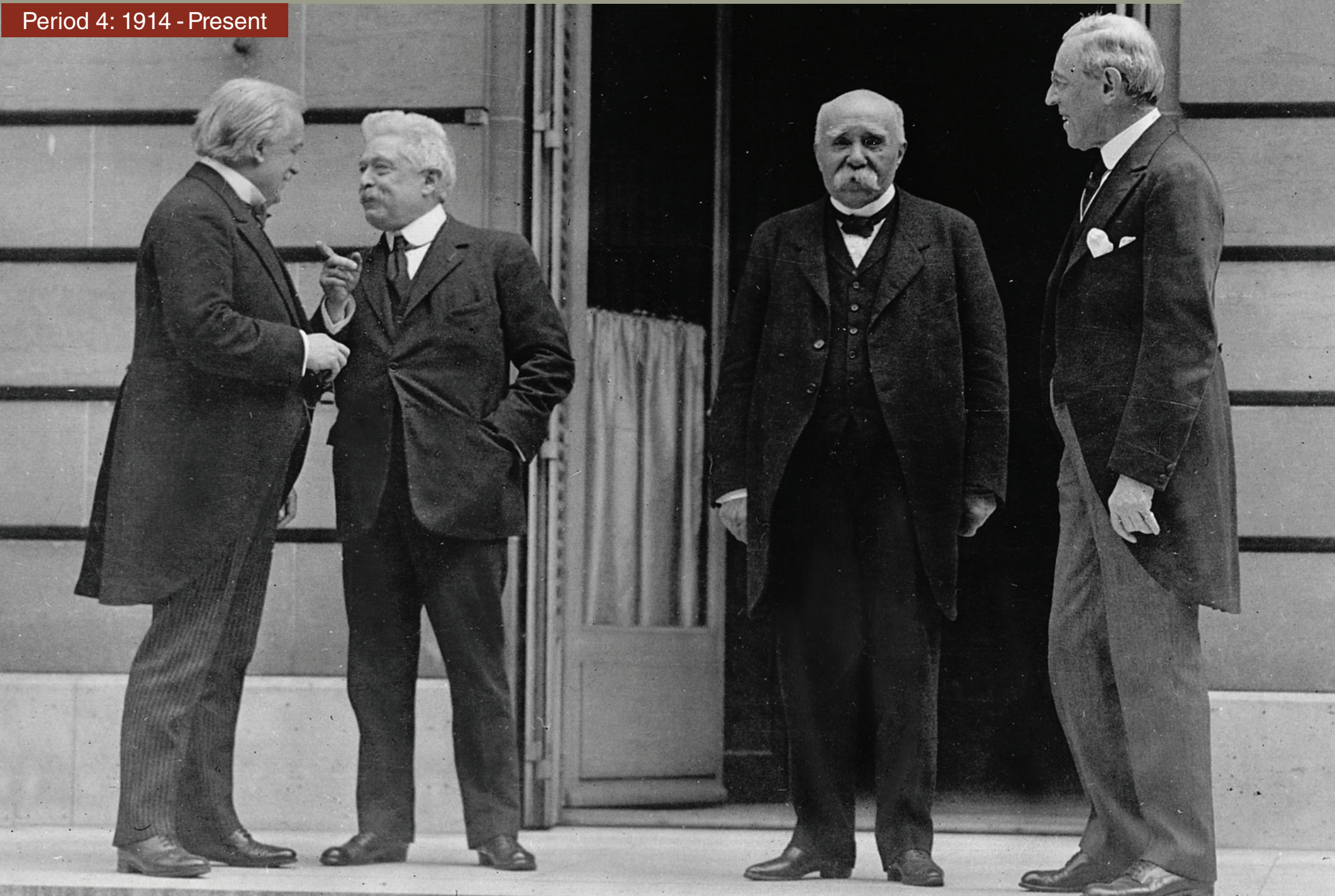


6 *Causation*

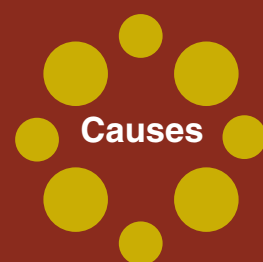
Theme 4: States and Other Institutions of Power

The Big Four, Lloyd George, Orlando, Clemenceau and Wilson in Versailles - January 1919.

Period 4: 1914 - Present



Identify, analyze, and evaluate multiple **cause-and-effect relationships** in a historical context, distinguishing between the **long-term** and **proximate**; causation and correlation are different concepts.



Historical
Event

Patterns of Continuity and Change

Theme 5: Individual and Society

Citizens tearing down the Berlin Wall 1989.

Insert: *Liberty Leading the People* (detail), Eugene Delacroix, 1830.

Period 4: 1914 - Present & Period 3: 1815-1914



Ability to recognize, analyze, and evaluate **the dynamics of historical continuity and change** over periods of varying lengths, as well as **relating these patterns to larger historical processes** or themes.

Continuity & Change

8 *Periodization*

Theme 1: Interaction of Europe and the World

European military officer in Sierra Leone, c. 1910.

Period 3: 1815-1914



Ability to describe, analyze, and evaluate different (sometimes competing) **models of the past**. Historians choose **starting and ending dates, and turning points** in a period which **impacts the historical narrative**.



9 *Argumentation*

Theme 5: Individual and Society

Activists for Gay Rights March in St. Petersburg, Russia, 2013.

Period 4: 1914 - Present



Ability to define and frame a question about the past and to address that question by **constructing a claim or argument** which is supported by **relevant and diverse evidence**. Addressing the **contradictions and corroborations** of the evidence is needed for a **defensible thesis**.



Five Themes in AP European History

- 1** Interaction of Europe and the World (INT)
- 2** Poverty and Prosperity (PP)
- 3** Objective Knowledge and Subjective Visions (OS)
- 4** States and Other Institutions of Power (SP)
- 5** Individual and Society (IS)

The AP European History course themes represent the historical understandings colleges and universities want AP students to have developed and are topics of historical inquiry to explore throughout the course. These themes focus student understanding of major historical issues and developments, helping students to recognize trends and processes that have emerged over centuries. Students should use a range of historical thinking skills to investigate the thematic learning objectives.

Time Periods in AP European History

1 **Period 1 – c. 1450 to c. 1648**

2 **Period 2 – c. 1648 to c. 1815**

3 **Period 3 – c. 1815 to c. 1914**

4 **Period 4 – c. 1914 to the Present**

